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ABSTRACT

The opinions of the faculty at the College of the Sequoias, California, regarding their office facilities and scheduled office hours were surveyed. Ninety-nine faculty members completed a 10-item questionnaire, which is enclosed. It was found that the maintenance of faculty office hours and being available for students was viewed as an important faculty responsibility. The majority of respondents reported that they provided more assistance to students during nonscheduled than during scheduled office hours. Slightly more than half of the respondents indicated that their office provided a proper environment for student conferences, while about half found it difficult to use the office for class preparation. Recommendations for improving these conditions are included. (SW)

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COLLEGE OF THE SEQUOIAS FACULTY ATTITUDES TOWARD OFFICE HOURS AND FACILITIES

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by

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College of the Sequoias

VISALIA, CA.

DR. LINCOLN H. HALL

VISALIA

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

JUNE 1979

HE 012 921

ABSTRACT

This practicum investigated the opinions of the faculty at the College of the Sequoias regarding their office facilities and scheduled office hours.

A ten-item survey document was developed with the assistance of faculty peers and placed in the mailboxes of 119 instructional faculty at the college. At the end of three weeks time 99 of the instructors, or 83 percent, had returned their documents.

It was found that the maintenance of faculty office hours and being available for students at that time was deemed to be an important faculty responsibility. However, it was reported by the majority that more assistance was provided to students during non-scheduled than scheduled office hours.

The majority of the faculty surveyed indicated they were satisfied with current conditions. More than half, 58.5 percent of the faculty, indicated that their office provided a proper environment for student conferences, while 54.2 percent remarked that it was difficult to use the office for class preparation.

It was recommended to the dean of instruction and to the Academic Senate that they investigate the contact

hours made by instructors in the nursing department with a view to reducing their scheduled office hours. It was further recommended that the Academic Senate devise a method to ascertain whether or not a more flexible policy regarding office hours and facilities should or could be established.

Recommendations to the College of the Sequoias Teachers Association were to provide telephones for instructors who felt they would be beneficial and to pursue the dissatisfaction on the part of many instructors with their office size and comfort.

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Chapter 1

INTRODUCTION

If there is a discrepancy between what the community college instructor feels his responsibilities are and what the student body feels they are, there may be an impasse which could lead to insecurity on one hand and frustration on the other.

Informal conversations at the College of the Sequoias have arisen about the necessity of scheduling office hours for the convenience of the student. Some instructors feel that the maintenance of faculty office hours for student conferences is an important faculty responsibility. Other faculty feel that they provide more assistance to students during non-scheduled than during scheduled office hours. Others have stated that academic freedom should also allow for greater flexibility of adherence to office hour schedules.

This practicum intends to ascertain the opinion of the faculty at the College of the Sequoias as to their feelings about aspects related to their office facilities and scheduled hours.

The staff of the College of the Sequoias student newspaper, The Campus, has conducted two surveys related to faculty office hours, one in 1977, and the other in 1978. They canvassed the college instructors in an effort to ascertain to what extent they kept, or were available during, their scheduled office hours. The interest generated by their February 1977 survey and story prompted an investigation into this area.

The writer interviewed the students who conducted the school survey and was informed that they planned to conduct a more comprehensive survey in the following semester. The students agreed to supply the writer with their data after the survey was completed. Those results were made available to the writer.

Along these same lines, an NEA staff satisfaction survey, designed to assess staff feelings and attitudes, was conducted in the spring of 1977 at the College of the Sequoias by a member of the executive board of the College of the Sequoias Teachers Association. The survey instrument was developed by the research division of the National Education Association and was processed by their office in Washington, D. C. The results are on file at the college. Of the items in the survey dealing with teacher load, that which dealt specifically with the number of required office hours revealed faculty concern. The NEA evaluation of the

survey reported potential problems in this area. Faculty memebrs also reported inadequate office space and inadequate telephone facilities.

Current College of the Sequoias policy requires that full-time instructors hold five office hours per week in addition to their classroom hours.

Interest in the number of office hours required by other community colleges in California prompted the writer to conduct a study on required office hours at seven randomly selected community colleges.

For purposes of the current study, a ten-item survey instrument dealing with attitudes toward the college's faculty office hours policy was developed. After establishing validity and reliability, it was placed in the mailboxes of all 119 College of the Sequoias classroom instructors.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Keeton and others (1971) assume that life and work in a college can be represented in terms of four dimensions: intellectual climate; academic program; student life; and working conditions. These four dimensions are affected by the interactions of the prople in the institution with the available resources and the policies and procedures governing the ways in which they go about their daily work. The unique outcome of these interactions distinguishes one campus from another.

Medsker and Tillery (1971) comment that a gap exists between what the community college instructor views as his role and what his role must be if the institution is to make good on its promise to provide educational opportunity for all.

A campus simply could not function well, according to Keeton (1971), if faculty withheld their cooperation or became demoralized by the sense that their rights and competencies were not respected. Weber and others (1967) recommend that faculty should have a greater share of governing authority than they have had.

A greater share of governing authority also brings with it greater personal responsibility. The attitude of a faculty toward their responsibilities will be reflected in interaction with students, and also in attitude toward professional committments.

In February 1977, two staff members of the student newspaper attempted to contact instructors at the College of the Sequoias by telephone at the times they were scheduled to have office hours. This survey was an outgrowth of the concern of some students who had been unsuccessful in locating a teacher during the time he was scheduled to be in his office. In the course of the survey enough teachers were not located by telephone to warrant the writing of a news story for The Campus, the student newspaper. (See Appendix A) Conn (1977) reported that in the survey 46 percent of the instructors contacted were not in their offices during their posted office hour. In the news article, Lincoln Hall, assistant superintendent for instruction said:

> COS prides itself on providing a close relation between students and instructors. One of the claims we make is that students have easy access to their instructors -- in contrast with larger impersonal universities.

Hall is further quoted as commenting:

> If an instructor blatantly misses his office hours, he is failing to fulfill his contract obligations to the college.

The fact that professional people do not keep their committments is a very real concern of our students, faculty and administration. The article that appeared in the college newspaper is presented in Appendix A.

The writer conducted an interview with both Jennifer Conn and Kathy Hamilton, the students who conducted the Campus survey, in March 1977. The consensus of that conference was that a more comprehensive survey needed to be made of the faculty during their scheduled office hours and, consequently, a larger group of students would need to be involved in the survey. They put it on The Campus' agenda and said they would notify me when the next study was completed.

It took nearly a year for the staff members of The Campus to actually conduct their second survey. In December 1978, four members of the college newspaper staff spent four days visiting the office facilities of the 119 College of the Sequoias classroom faculty during their scheduled office hours. The students went to each faculty member's office during an office hour designated in the instructor's schedule. If the instructor was not there the student either made another visit or telephoned later during the scheduled office hour to make certain that the instructor had not left for just a few minutes. The students admitted that sampling

errors in the study may have occurred due to sickness, jury duty, et. (See Appendix B.)

Instructors' offices were visited for a total of 394 times. It was found that instructors were not present during 121, or 31 percent, of those visits. The fact that 69 percent of the instructors who were included in this study kept their office hours as scheduled prompted this writer to investigate faculty attitudes towards their responsibility of keeping office hours.

Global measures of job satisfaction have not been outstandingly useful research tools. Hinrich (1968) suggests there is an evident need for research focusing on the components of job attitudes rather than attempting to utilize a global concept of general job satisfaction.

A survey designed to assess staff feelings and attitudes, and which should be viewed as diagnostic rather than prescriptive, was conducted in the spring of 1977 at College of the Sequoias. Supevising the operation was Daniel Shelly, a member of the executive board of the College of the Sequoias Teacher Association. The document was developed by the research division of the National Education Association and was processed by their office in Washington, D. C. The survey was designed to identify areas in which problems exist.

The survey document was administred by division throughout the College of the Sequoias. Division chairmen met with all members at a given time. All faculty members of a particular department filled out the questionnaires at the same time. The procedure attempted to allow for no conversation between faculty members about the instrument in an effort to preclude answers other than those reflecting opinions of each individual taking the survey. The cooperation of the entire faculty and administration was received in the conduct of that survey. This was important because the validity of the findings hinged on the assistance of the entire professional staff.

The documents were returned to the National Education Association Research Department where the data were tabulated and returned to the College of the Sequoias. These results are on file at the college. The faculty did indicate some concern regarding office hours and facilities, as mentioned in Chapter 1.

In the belief that the concern about required faculty office hours needed to be addressed, this practicum dealt with community college governance as it pertains to faculty attitudes toward office hour requirements.

Attitudes of faculty members at a college should be respected if the faculty is to feel it is a working part of the college.

Chapter 3

PROCEDURES

A curiosity as to whether some other community colleges in California had the same teaching and office hour schedule as did the College of the Sequoias led the writer to make a cursory investigation in that area. The writer selected seven California community colleges of varying sizes and serving varied populations for this purpose. A letter-questionnaire was mailed to the deans of instruction at each of these seven colleges. (See Appendix C.) Since this was not the main thrust of this practicum, it was not felt that a complete coverage of all the community colleges needed to be undertaken at this time.

The writer was interested in the attitudes held by colleagues at the college in the area of office hour assignments and other facilities. A questionnaire was developed to elicit this information. Two faculty members worked with the writer to develop the questionnaire. That questionnaire was administered to eight faculty members for comment after which several other professionals were approached to re-evaluate the instrument. The revised instrument was placed

in the mailboxes of twelve instructors at the college. After these had been returned to the writer, the same instructors completed a second copy of the questionnaire to check the reliability of the instrument. It was believed to be a reliable instrument. Between the first and second administrations, there were only two minor variances.

Chapter 4

RESULTS

A preliminary investigation of the policy of several other colleges in California regarding their office and instructional hour requirements was conducted. While a survey of seven colleges is certainly not a large number, because of the surface material being inquired about, it was felt that for the purpose of this paper they would be sufficient. Even after follow-up letters, it became Apparent that only five of the colleges intended to reply and were: Cosumnes River college, De Anza College, Modesto Junior College, Porterville College and Sacramento City College.

The following are the questions asked and the replies to the questions.

1. Is there concern over lack of time spent by your instructors at school?

A. One school did not answer this question, one wrote the word "some," two wrote "yes" and one wrote "no."

2. Are your instructors required to hold a specified number of office hours a week? If so, how many?

A. All of the answers were "yes" and 5 hours."

3. What is the range of weekly class instruction hours? Least number and most number of hours?

A. The range was from 12 to 26 hours.

4. Are your instructors required to hold all class meetings as scheduled? If not, what deviations are permitted?

A. All answers were "yes" for the first part of the question. For the second part, only two colleges wrote "none," the others left the area blank.

5. Do you have a policy regarding discipline if these conditions are not met? If so, what is that policy?

A. No college had an established policy.

6. Is there an individual or group who looks into these problems? If so, who is this?

A. In two cases the answer was "no." One answered "Instructional Dean", the other two "Division Chairmen."

7. What is the outcome of such reprimands, if any?

A. Responses were: "they shape up", "no action except individual discussion."

The second and principal portion of interest in this study pertains to the results of a ten-item survey document dealing with faculty attitudes toward the College of the Sequoias' faculty office hour policy and office facilities.

The instrument was placed in the mailboxes of the 119 College of the Sequoias classroom faculty. At the end of one week 88, or 74 percent, had been returned and at the end of three weeks a total of 99 documents were returned, a total of 83 percent. Because not all of the instructors answered each item, totals in the table do not always tally to 99.

In perusing the table relating to the College of the Sequoias faculty attitudes toward office hours, a brief review of replies to the statements in the document appear below:

1. Maintenance of faculty office hours for student conferences is an important faculty responsibility.

Seventy-one, or 73.9 percent, of those responding replied that they strongly agreed with this statement. Twenty-one, or 21.8 percent, also agreed with the statement, leaving 4 faculty members, or 4.1 percent, disagreeing with the statement. A few of the nursing department instructors felt that office hours were not important. They are with their students for extended periods of time on a one-to-one basis and are able to handle office matters in that manner.

2. My office provides a proper environment for student conferences.

Thirty-five, or 35.3 percent, strongly agreed, and 23, or 23.2 percent, agreed with this statement. Some of the comments made by the faculty included: "I share an office and find that many discussions with students are thus hindered." "The office is NOT private." "It is sometimes difficult to use the office at various times in the semester." and "The office is too small, too hot."

3. Students have adequate access to me by telephone.

Forty, or 42.1 percent, of those responding strongly agreed, and 28, or 29.4 percent, of the faculty reported they were able to be reached by the students by

College of the Sequoias Faculty Attitudes Toward Office Hours

n=99	strongly agree	agree	disagree	strongly disagree
Maintenance of faculty office hours for student conferences is an important faculty responsibility.	71	21	3	1
My office provides a proper environment for student conferences.	35	23	17	24
Students have adequate access to me by telephone.	40	28	13	14
My combined teaching load and required office hours are excessive.	7	10	43	35
Students rarely (i.e., less than one-fifth of scheduled hours) visit me during my scheduled office hours.	29	25	24	16
I provide more assistance to students during non-scheduled than during scheduled office hours.	41	28	16	9
I am always available during my scheduled office hours.	43	41	10	0
Students visit me for advice and assistance during almost every scheduled office hour.	15	20	34	26
A more flexible policy regarding the scheduling of office hours (i.e., permitting instructors to schedule alternate office hours) is needed.	18	25	30	21
I find it difficult to use my office on campus for class preparation.	30	21	25	18

* Totals may not agree due to the fact that not all instructors answered each item.

telephone. However, there were the following comments: "I don't have a phone." and "I would rather the students not telephone me." as well as "I recieve calls at home and at the office." and "Students call me a lot at home."

4. My combined teaching load and required office hours are excessive.

Of the faculty replying to this item, 78, or 82.1 percent, indicated that they disagreed with this statement.

5. Students rarely (i.e., less than one-fifth of scheduled hours) visit me during my scheduled office hours.

There was agreement with this statement with 29, or 30.8 percent, indicating strong agreement and 25, or 26.5 percent, agreement. A total of 40, or 42.5 percent of those responding, disagreed. One faculty member stated that "Students visit me early in the first semester and less later."

6. I provide more assistance to students during non-scheduled than during scheduled office hours.

Sixty-nine, or 73.4 percent of the faculty who answered this item, agreed with the statement. Comments included: "They see me on campus, before and after class." "I meet them at 7:00 a.m. or 4:00 or 5:00 p.m." and an emphatic "Do I ever provide more assistance to students during off times! and "I can help more people in the lab than in the office."

7. I am always available during my scheduled office hours.

Only 10 instructors, or 10.6 percent, who replied to this statement indicated that they disagreed with the statement. Consequently 84 faculty, or 89.4 percent stated that they were available for their students during office hours. Two of the comments returned were: "Students have no problem reaching me." and "Always -- is anyone always available?" The entire English Department objected to the word "always." However, it was used deliberately to create an absolute statement.

8. Students visit me for advice and assistance during almost every scheduled office hour.

Thirty-five instructors, or 36.8 percent, agreed that this was the case, although one instructor noted that "If a student wants to see you, office hours are not significant."

9. A more flexible policy regarding the scheduling of office hours (i.e., permitting instructors to schedule alternate office hours) is needed.

A fairly even spread of answers was received in response to this statement with slightly more, 51 instructors, or 54.2 percent, who registered disagreement. Several instructors indicated that they would like office hours by appointment.

10. I find it difficult to use my office on campus for class preparation.

The replies to this statement were also widespread with a slight majority, 51 instructors, or 54.2 percent

responding who agreed with the statement. A number of instructors made comments such as, "I prepare my lectures and type all my material at home." "My office is too noisy." "It is not private." "It is totally impossible to use my office on campus for class preparation."

There were other comments made similar to the ones just cited. The faculty at the College of the Sequoias cooperated with the writer by participating in this study.

Chapter 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATION

The information obtained from the five community colleges was not very revealing. If follow-up here were desired, the document should be reworked to elicit more specific information and more community colleges should be included in the survey.

This paper had as its major purpose the defining of opinions of the faculty at the College of the Sequoias in relation to their office hours and their office facilities.

The feelings of students toward their inability to find certain instructors during the times they were scheduled to be available had been established. The college newspaper articles surely embarrassed many an instructor who had failed to meet his committments. The December 1978 canvass of instructors who were supposed to be available for students revealed that 31 percent of the contracted committments were not being fulfilled. Interestingly, some instructors who have a reputation of "being available" for their students received failing grades during this test.

The instructors' feelings were the ones with which this study was concerned. The document developed by the

research division of the National Education Association which was administered to the entire faculty revealed that there was some concern in the area of office hours and office facilities. As a consequence, the survey-document reported on in the table was developed and administered.

A faculty wants to be responsive to the students, but obviously there are factors involved which may interfere with their being available at all times.

A minority of instructors at the College of the Sequoias felt that maintaining office hours was an important responsibility. There may be valid reasons for feeling this way, as in the case of the nursing instructor who said she was with her students for hours on end, in a one-to-one situation. It is recommended that the dean of instruction and the Academic Senate investigate this area. If, indeed, the laboratory hours spent by the instructors in the nursing department is actually excessive, then perhaps there is no real necessity for them to keep five full office hours a week. However, I would point out that there appears to be little concern that the work load of individual instructors at the college is excessive.

The practice of providing assistance to students outside of the office seems to be rather common at the college. It may be argued that if a student wants to find an instructor, a scheduled time and place are not necessarily

important. It is possible that instructors who are available to their students after class, before class, and when caught on the campus feel that if an office hour is skipped now and then it should be counted as compensatory time.

It would be difficult to state at this time what a more flexible policy regarding office hours should or could be. In order to understand the problem it would have to be studied in more detail. It is recommended that the Academic Senate at the College of the Sequoias delve into this matter and devise some guidelines, perhaps with the assistance of faculty members and division chairmen, in order to delineate the problem.

Inadequate facilities make operation difficult in all fields; education is no exception. Regarding the size and comfort of offices, this information will be referred to the College of the Sequoias Teachers Association for consideration. For those instructors who would like to be accessible to a telephone, extensions are recommended where they would be convenient for their use without disturbing an excessive number of other instructors.

Faculty offices are busy places and many instructors felt that they could not work or prepare class material in the midst of confustion and, as a consequence, must take their work home to do. A considerable number of instructors felt

that their office was not private and they could not conduct interviews with students with ease and comfort.

If office hours were scheduled so that each instructor was able to use the office privately while his office mates were in class, this might alleviate the private interview problem. If each instructor had a private office there would be no need to juggle schedules to provide private time. However, this might reduce the amount of normal feedback one gets from an office mate.

The Academic Senate at the College of the Sequoias has passed a resolution urging a committee of the 1979-80 Academic Senate to undertake a work-load study. The information gained from this survey will be presented to the committee for consideration. The writer has recommended the inclusion in the study of a more flexible policy regarding office hours and office facilities.

Brown and Mayhew (1965) suggested that college faculty members are typically conservative. Apparently the majority of the College of the Sequoias faculty are satisfied with their assigned office hours and teaching schedules, and not too dissatisfied with their facilities. Perhaps, because of that, the faculty might be called a conservative one.

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APPENDIX A

Instructors AWOL?

by Jennifer Conn
Campus opinion editor

"Knock. Knock."
"Who's there?"
No one.

Too many times, this is the plight of College of the Sequoias students looking for instructors.

In a recent *The Campus* survey, 46 per cent of the instructors contacted were not in their offices during their posted office hour.

The survey was conducted last Friday from 8 a.m. to 2 p.m. on the basis of one phone call to each instructor having office hours during those times. The assumption was made that if a student seeks aid in a course and is unable to locate his instructor on his first attempt, he may give up

Teachers are required to be present in their office for five posted hours a week, according to Hall.

"As far as I'm concerned, failing to observe office hours is the same as not meeting with classes," he said. "It is considered one of the responsibilities considered in an instructor's employment contract."

"A community college is meant to be a place where students can meet with instructors," Dr. Lincoln Hall, assistant superintendent for instruction said.

"COS prides itself on providing a close relation between students and instructors. One of the claims we make is that students have easy access to their instructors — in contrast with larger impersonal universities."

Many instructors apparently are not aware of importance of their office hours to students.

"This isn't my office hour, is it?" an instructor asked when contacted in the survey. "Oh, yes it is. I'd forgotten which hour I'd put down."

Yet, students who need special help or want to confer with instructors on an educational matter realize the importance of the observation of office hours.

"The teachers are always available when you don't need them," Mark Moreno, Executive Board commissioner of finance said. "But when you're behind in a class, it seems like the teacher's never in his office. When he is there, a lot of times he has other students in there and it's like a group encounter."

Continued on page 6

--Office hours: used or abused

Continued from page 1

Not observing office hours definitely imposes a hardship on students, according to Bill Bettencourt, dean of men.

"Especially during change of program time," Bettencourt said, "I send a student out to get an add card and the instructor just isn't in his office. Sometimes students get discouraged and give up on the class."

Some instructors take for granted that students won't seek their help and use their office hours for an extended lunch hour or an extra social coffee break.

"Faculty members don't keep their office hours because few students use them," Robert Bohle, communications division instructor said.

"In my five semesters of teaching, the only students who come to see me are the ones on the newspaper staff. My straight lecture class students rarely see me.

"Perhaps the reason office hours aren't utilized is the low level of curiosity on the students part, which I find only slightly more appalling than the fact so many faculty members don't keep their office hours."

Not all instructors are reckless with their office hours, though. Many consider the one-to-one relationship with students a valuable aspect of the teaching profession.

"Office hours are a part of our teaching responsibility," Gary Howland, science division teacher said. "If I'm going to miss one of my hours, I leave a note on the window, so at least my students know when I will return."

But what can be done about the instructors who fail to observe their office hours?

Not much, according to Hall, "unless students notify division chairmen or me."

"If an instructor blatantly misses his office hours, he is failing to fulfill his contract obligation to the college," Hall said. "I'm not a policeman. I can't check all the offices to make sure instructors are there.

"However, if it is verified that an instructor has persisted in not observing office hours after having been reminded by his division chairman or me to do so, disciplinary action will be taken."

One-third of office hours

By Sara Foley
Campus managing editor

A study conducted over a period of four days by staff members of *The Campus* revealed that only 65 percent of the office hours scheduled by the instructors were being met.

Ninety percent of the faculty was included in the study which also showed that an average of 3½ office hours a week were being attended by the instructors.

This was an increase of 19 percent over the results of a study conducted four days last week by staff members of *The Campus* revealed that only 65 percent of the office hours scheduled by the instructors were being met.

Ten percent of the facuity members were not included in the study because their office hours were not listed in the faculty's office hour file in the library.

The study was done by several staff members who went to each instructor's office at his designated office hour. If the instructor was not present, the staff member proceeded to call his office or make a trip back to make certain that the instructor hadn't left for just a few minutes.

Sampling errors in the study may include sickness, jury duty or a brief time away from the office by the faculty members. This may have been offset, however, by extra precautions taken by the faculty to be in their assigned office hour after more and more of the faculty found out about the study.

The importance of maintaining the assigned office hours was stressed by Dr. Lincoln Hall, assistant superintendent and dean of instruction.

"As far as I'm concerned, an instructor's office hours are just as important as his lecture and classroom hours," Hall said. "I certainly feel that it's part of his professional duty as an instructor."

Dr. Hall said it was the instructor's responsibility to be there to help the students when they need it.

Whether the students utilize the instructor's office hour varies from class to class. A student enrolled in English or the math or science divisions may require more personal instructional time than classes of lesser difficulty.

"I usually see two or three students on the average during the week in my office during the time I've set aside for office hours," said Robert Hall, English division chairman.

According to Hall, most students requiring help will come during the first eight weeks of the semester.

Dr. Hall agrees with the fact that office hours are probably used less later in the semester which attributes to the fact that more instructors miss their office hours later in the semester.

"I think that most of the faculty members start out with the best intentions, but as the need for help by the students slacks off, so does the need for the instructor to be in his assigned office at the assigned time," Dr. Hall said.

Few complaints have been registered with Dr. Hall concerning instructors being in their offices at the scheduled time.

"I'm usually not the person any student would think of to complain to if they are having trouble reaching an instructor during his specific office hour," Dr. Hall said. "A student is more apt to bring up the problem with another faculty member or a counselor

APPENDIX R

not being met

who will then bring it to my attention."

Vernon Silva, vice president, Student Personnel, said he doesn't hear too many complaints from the counseling staff itself.

"Occasionally I'll get a complaint from a student about an instructor and I usually recommend the student to go and talk to the instructor during class time," Silva said. "If that doesn't work I tell him that he should go see Dr. Hall about it."

After hearing of a complaint, Dr. Hall will usually consult the chairman of the division that the instructor is in.

Staff writers Cheryl Meyers, Ron Sa and Belva Trent assisted in compiling the information for this story.

"I usually let the division chairmen handle the problems within their own division. Unless, of course, the complaints continue, then I'm inclined to speak with the instructor myself," Dr. Hall said. "I do stand ready to investigate any instructor who consistently fails to meet his office hour requirements."

There is no checking of office hours by the administration or by the division chairmen, however.

"I want to make it clear that I'm an English teacher, not a cop. It is the teacher's obligation to maintain his office hours because it's part of his job," Hall said.

Hall also said he has never heard any complaints of instructor's not keeping their office hours. He also believes for certain that failure by an instructor to maintain his office hours would get to him sooner or later and in the meantime he has better things to do than checking up on his colleagues.

"Many times the student may miss an instructor if he's just going out on a short errand. In this case, no office hour is completely missed," Dr. Hall said.

"I realize that finals time is a hectic one and students are beginning the last minute rush for a semester's worth of help. I can only say that I think that the instructors should be there to help especially if the student makes an extra effort to see him.

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visalia, california 93

APPENDIX C

COLLEGE OF THE SEQUOIAS

915 SO. MOONEY BOULEVARD – VISALIA, CALIFORNIA 93277
TELEPHONE (209) 733-2050

Dear Sir:

I am preparing a report at College of the Sequoias relating to teacher attendance on campus. I would appreciate a short letter from you advising me of the teacher attendance policy at your college. Would you consider the following questions:

1. Is there concern over lack of time spent by your faculty on the campus?

2. Are your instructors required to hold a specified number of office hours a week? If so, how many?

3. What is the range of weekly class instruction hours? Least number and most number of hours?

4. Are your instructors required to hold all class meetings as scheduled? If not, what deviations are permitted?

5. Do you have a policy regarding discipline if these conditions are not met? If so, what is that policy?

6. Is there an individual or group who looks into these problems? If so, who is this?

7. What is the outcome of such reprimands, if any?

Your reply will be greatly appreciated.

Sincerely,

Mrs. Anne McCormick
Home Economics Dept.

IVAN C. CHOOKSHANKS, Superintendent/President • LINCOLN H. HALL, Assistant Superintendent, Instruction • VERNON J. SILVA, Vice President, Student Personnel Services

APPENDIX D

Please return to ANNE McCORMICK

I am interested in obtaining information about instructors' attitudes regarding the College of the Sequoias faculty office hours policy. I would appreciate your replying to this questionnaire and returning it to my mailbox as soon as possible.

A = strongly agree B = agree C = disagree D = strongly disagree

		A	B	C	D
1.	Maintenance of faculty office hours for student conferences is an important faculty responsibility.				
2.	My office provides a proper environment for student conferences.				
3.	Students have adequate access to me by telephone.				
4.	My combined teaching load and required office hours are excessive.				
5.	Students rarely (i.e., less than one-fifth of scheduled hours) visit me during my scheduled office hours.				
6.	I provide more assistance to students during non-scheduled than during scheduled office hours.				
7.	I am always available during my scheduled office hours.				
8.	Students visit me for advice and assistance during almost every scheduled office hour.				
9.	A more flexible policy regarding the scheduling of office hours (i. e., permitting instructors to schedule alternate office hours) is needed.				
10.	I find it difficult to use my office on campus for class preparation.				

(Optional) NAME_____DEPARTMENT_____